

**McKinney Independent School District**  
**Wilmeth Elementary**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

## Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

## Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Wilmeth Elementary has a diverse learning population and serves children from a variety of ethnic and language backgrounds. There are currently 646 students at Wilmeth Elementary.

Wilmeth Current Demographics:

American Indian/Alaskan: 1.2%

Asian: 10.8%

African American: 10.8%

Hispanic/Latino: 10%

White: 67.3%

Two or more races: 4%

Limited English Proficient: 3.4%

Economically Disadvantaged: 15.4%

Special Education: 10.3%

Gifted and Talented: 11.5%

Mobility Rate: 7.1%

### Demographics Strengths

Wilmeth Elementary serves all elementary grade levels K-5 with a total enrollment of approximately 650 students. Wilmeth is home to several special

education self-contained programs. There are two Structured Teach Classrooms that meet the needs of students who have characteristics associated with autism. Our special needs students are an important and celebrated part of Wilmeth's school community. Wilmeth Elementary also has many programs designed to meet the needs of the diverse learning population including the English as a Second Language program for Limited English Proficient students learning English, ALPHA for students identified as Gifted and Talented, Dyslexia services, and special education programs for students identified as having a learning or other eligible disability and requiring specially designed instruction.

# Student Achievement

## Student Achievement Summary

Wilmeth Elementary utilizes multiple measures, both formal and informal, to track academic performance of all students. These multiple measures have been analyzed and used in the development of the 2018-19 Campus Improvement Plan. Since its opening in 2005, Wilmeth has demonstrated continuous improvement, achieved high academic performance, and maintained the *met standard* rating by the Texas Education Agency. Our educators are committed to collaborating as a professional learning community in order to provide students with optimal learning experiences based on individual student needs. This positive culture of collaboration fosters the excitement for learning and an environment in which all students can be successful.

STAAR scores, Measure of Academic Progress (MAP), Developmental Reading Assessment (DRA) K-2, Istation, and a wide variety of formal and informal data sources are continuously analyzed in order to provide effective instruction and intervention to all Wilmeth Elementary students.

### Istation:

#### Reading 2017-2018

Grade Level	Tier 1 October 2017	Tier 1 May 2018
Kindergarten	67%	83%
1st Grade	67%	80%
2nd Grade	85%	82%
3rd Grade	85%	84%
4th Grade	82%	84%
5th Grade	94%	87%

### Measures of Academic Progress (MAP):

## Reading 2017-2018

Grade Level	On or Above Grade Level	Met Expected Growth Measure
2nd Grade	66%	57%
3rd Grade	85%	57%
4th Grade	76%	55%
5th Grade	96%	59%

## STAAR:

### Reading 2017-2018

Grade Level	Approaching Grade Level	Meets Grade Level	Masters Level
3rd Grade	91%	51%	37%
4th Grade	90%	61%	30%
5th Grade	100%	77%	47%

### STAAR 3rd Grade (by demographics):

#### Reading 2017-2018

Demographic Group	Approaching	Meets	Masters
All	91%	51%	37%
African American	89%	44%	22%
Asian	78%	44%	33%
Hispanic	93%	29%	7%

White	91%	56%	43%
Two or More Races	---	---	---
Eco Dis	40%	0%	0%
SpEd	69%	19%	19%
ESL/LEP	60%	0%	0%
At Risk	50%	0%	0%

**STAAR 4th Grade (by demographics):**

**Reading 2017-2018**

Demographic Group	Approaching	Meets	Masters
All	90%	61%	30%
African American	92%	42%	8%
Asian	88%	75%	38%
Hispanic	100%	63%	38%
American Indian or Alaska Native	---	---	---
White	88%	65%	32%
Two or More Races	---	---	---
Eco Dis	---	---	---
SpEd	64%	18%	0%
ESL/LEP	---	---	---
At Risk	64%	0%	0%

**STAAR 5th Grade (by demographics):**

**Reading 2017-2018**

Demographic Group	Approaching	Meets	Masters
All	97%	77%	47%
African American	90%	70%	40%
Asian	100%	80%	60%

Hispanic	100%	72%	33%
White	98%	78%	50%
Two or More Races	---	---	---
Eco Dis	---	---	---
SpEd	92%	50%	17%
ESL/LEP	---	---	---
At Risk	100%	41%	6%

### Measures of Academic Progress (MAP):

#### Math 2017-2018

Grade Level	On or Above Grade Level (RIT) EOY 2018		Met Expected Growth Measure
	# of students		
Kindergarten	89		74%
Grade 1	70		45%
Grade 2	71		29%
Grade 3	80		49%
Grade 4	78		47%
Grade 5	96		62%

### STAAR:

#### Math 2017-2018

Grade Level	Approaching	Meets	Masters	Met Growth Measure
Grade 3	86%	56%	28%	-----
Grade 4	91%	67%	41%	69%
Grade 5	99%	84%	54%	91%



**STAAR 3rd Grade (by demographics):****Math 2017-2018**

Demographic Group	Approaching	Meets	Masters
All	86%	56%	28%
African American	89%	33%	22%
Asian	89%	56%	22%
Hispanic	86%	50%	21%
White	84%	59%	30%
Two or More Races	---	---	---
Eco Dis	40%	0	0
SpEd	50%	38%	25%
ESL/LEP	80%	0	0

**STAAR 4th Grade (by demographics):****Math 2017-2018**

Demographic Group	Approaching	Meets	Masters
All	91%	67%	41%
African American	83%	42%	17%
Asian	88%	88%	63%
Hispanic	100%	88%	75%
American Indian or Alaska Native	----	----	---
White	91%	68%	40%
Two or More Races	----	---	---
Eco Dis	----	---	---
SpEd	82%	36%	9%
ESL/LEP	----	---	---
At Risk	64%	27%	9%

**STAAR 5th Grade (by demographics):**

## Math 2017-2018

Demographic Group	Approaching	Meets	Masters
All	97%	87%	54%
African American	100%	80%	40%
Asian	80%	80%	60%
Hispanic	100%	78%	44%
White	96%	85%	57%
Two or More Races	---	---	---
Eco Dis	---	---	---
SpEd	92%	75%	17%
ESL/LEP	---	---	---
At Risk	83%	50%	17%

## Measures of Academic Progress (MAP):

### Science 2017-2018

Grade Level	On or Above Grade Level	Expected Growth
Grade 5	92%	72%

## STAAR:

### Science 2017-2018

Grade Level	Approaching	Meets	Masters
Grade 5	93%	60%	30%

## STAAR 5th Grade (by demographics):

## Science 2017-2018

Demographic Group	Approaching	Meets	Masters
All	93%	60%	30%
African American	60%	10%	20%
Asian	20%	20%	40%
Hispanic	72.2%	16.7%	22%
White	25%	37.5%	31%
Two or More Races	---	---	---
Eco Dis	---	---	---
SpEd	33%	42%	---
ESL/LEP	---	---	---

## STAAR:

### Writing 2017-2018

Grade Level	Approaching	Meets	Masters
Grade 4	88%	69%	36%

### STAAR 4th Grade (by demographics):

### Writing 2017-2018

Demographic Group	Approaching	Meets	Masters
All	88%	69%	36%
African American	16.7%	16.7%	25%
Asian	---	12.5%	75%
Hispanic	37.5%	50%	13%
American Indian or Alaska Native	---	---	---
White	17%	35.4%	38%
Two or More Races	---	---	---

Eco Dis	---	---	---
SpEd	55%	---	12.5%
ESL/LEP	---	---	---
At Risk	27%	18%	9%

### Student Achievement Strengths

Wilmeth Elementary *met standard* on the 2017-18 STAAR test in all areas: student achievement, school progress, closing performance gaps, and postsecondary readiness. According to the Texas Education Agency 2018 Accountability Rating Overall Summary, Wilmeth earned a Distinction Designation in comparative academic growth for achievement on STAAR in grades third through fifth. Wilmeth was in the top 25% of comparative schools in the area of academic growth. Wilmeth Kindergarten through 2nd grade students are showing consistent growth on the DRA and show strengths in phonemic awareness and vocabulary on Istation and MAP.

# School Culture and Climate

## School Culture and Climate Summary

Wilmeth Elementary prides itself on the positive culture that has been built by all stakeholders. This commitment to our culture allows for students, teachers, and parents to collaborate as partners in providing the best educational experiences for our students. Wilmeth will participate in the Live Kind initiative this year in order to promote the social and emotional skills students need to be effective communicators and productive citizens. Communication is a key component at Wilmeth and helps foster our strong partnerships with families and our community. Wilmeth Elementary became a High Reliability School Level 1 certified in 2017 for having strong structures and processes in place that support a safe and collaborative learning environment.

At Wilmeth, Positive Behavior Intervention Support (PBIS) has been implemented over the past two years, and we continue to fine tune and collaborate on structures that put kids first. In using staff and student survey data, the staff has collaborated and created the Guidelines for Success expectations (The Wilmeth Way) in order to create school-wide expectations and a common language. These Guidelines for Success are taught and re-visited throughout the school year with students through community circles, guidance lessons, Live Broadcast, Longhorn Live (Rally), and in the classroom. The expectations are displayed in classrooms and throughout the building as well.

## School Culture and Climate Strengths

**Parent Organizations:** PTO and Watch DOGs (Dads of Great Students)

**Student Organizations and Groups:** Student Council, LEAD (Longhorns Encouraging Awesome Decisions), Choir, Art Club, Live Broadcast Crew, Safety Patrol, Live Kind Champions, Happy Feet, and Coding Club

**Annual Events & Activities:** Lucky's Loop Fun Run, PTO Carnival, Longhorn Kickoff (Meet the Teacher), Popsicles in the Park, STEM Night, Bike Rodeo, Open House, Art Show, Choir/ Music Performances, Veteran's Day Ceremony, Monthly Longhorn Live (Rally), Grandparent Lunch, Trick or Treat with the principals, Thanksgiving Baskets, Thanksgiving Lunch, Angel Tree, Live Kind, Longhorn MVPs, Spirit Nights, College Week, Red Ribbon Week, Monthly Theme Spirit Days, Curriculum Night, 5th Grade Camp Grady Spruce, Longhorn PRIDE Store, Kinder Celebration, 5th Grade Celebration, Crape Myrtle Fun Run, and classroom celebrations

**Awards:** Honor Student Council, Silver Award for Healthier School Challenge, Healthy Zone School, High Reliability Schools Level 1 Certification, Texas Education Agency Designated Distinction- Comparative Academic Growth, and

**Parent Communication:** Weekly Constant Contact Newsletter, Wilmeth Parent and Student Handbook, Weekly Grade Level emails, Grade Level Newsletters, Weekly Monday Folders, Wilmeth Facebook page, Wilmeth PTO Facebook page, Twitter, and Wilmeth Elementary Website

**Collaboration:** PTO Executive Board Meetings, Watch DOGs Leadership Meetings, Wilmeth Leadership Team, Professional Learning Communities, Wilmeth Committee Teams, and Parent Conferences

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Wilmeth Elementary prides itself on the collaborative approach we have throughout the hiring process and the selection of highly qualified staff members.

- 84% of teachers at Wilmeth have five or more years of teaching experience.
- 68% of teachers at Wilmeth have ten or more years of teaching experience.
- Wilmeth teachers have an average of 13 years of teaching experience.
- 11% of teachers at Wilmeth have a Master's Degree.
- Wilmeth administrators have an average of 4.5 years of administrative experience.
- 99% of Wilmeth teachers are Gifted and Talented certified.
- 100% of Wilmeth teachers are ESL certified.

## Staff Quality, Recruitment, and Retention Strengths

Wilmeth staff retention is traditionally high from year to year.

- 66% of staff have five or more years at Wilmeth.
- 43% of staff have ten or more years at Wilmeth.
- Wilmeth administrators have an average of 22 years in education.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The Wilmeth Elementary teachers and staff are committed to implementing engaging, relevant, differentiated learning opportunities for all students using research-based instructional strategies. The Wilmeth focus on effective instruction in every classroom, High Reliability Schools Level 2, will continue our collaboration on aligning best practice, curriculum, instruction, and assessment through our professional learning community work. Campus administrators monitor instruction and learning by conducting frequent formal and informal walkthroughs, evaluations, and data meetings with teams to ensure high student progress and achievement. Wilmeth teachers also attend district professional development and curriculum planning meetings to support effective instruction in every classroom. Wilmeth has many staff members that serve on curriculum design teams and lead district professional development.

## Curriculum, Instruction, and Assessment Strengths

The Wilmeth staff prides itself on the professional learning community learning and work that has been implemented in the past three years. The commitment to collaboration and focus on student learning and results are the foundation of this work and Wilmeth has emerged as a leader in our district in professional learning communities. This professional learning community work allows staff to provide intervention, differentiation, goal setting with students, lessons designed on student needs, and adjustments to instruction based on continuous multiple measures of data analysis. Wilmeth staff continues to grow professionally through participation in multiple book studies and professional development on professional learning communities. Wilmeth Elementary's Instructional Coach supports teachers through the PLC and lesson design process and provides coaching, mentoring, co-teaching and modeling effective instructional strategies in the classroom.

The Wilmeth Elementary teachers attend monthly committee meetings designed around effective instruction: Response to Intervention, Lesson Design, Positive Behavior Intervention Supports, Technology, and High Reliability Schools. These committee meeting focus the work around our campus goals and improvement plans while analyzing multiple measures to track improvements and identify challenges in instruction.



# Parent and Community Engagement

## Parent and Community Engagement Summary

Wilmeth Elementary has a strong partnership with our parents and community. The parent participation and engagement play a critical role in our positive, collaborative culture focused on our students. This partnership is vital to our success as a school. The evidence is revealed through the strength of the PTO, participation in community events, and the number of volunteers that donate their time to Wilmeth. Wilmeth currently has parent volunteers that serve on the PTO Executive Board, serve as room moms and dads, and serve in our Watch DOGs program. The PTO Executive Board plans community events and fundraisers for the school such as the Lucky's Loop, PTO Carnival, assembly speakers, classroom celebrations, and spirit nights. The Wilmeth PTO Executive Board meets monthly and includes Wilmeth staff representatives. The Watch DOGs program holds a fall kickoff event, spring event, and a family movie night. The Watch DOGs volunteer their time in classrooms and can be seen throughout our campus. Through this collaboration with our community, the work of PTO and Watch DOGs are aligned with and support the campus improvement plans.

## Parent and Community Engagement Strengths

The partnership with Wilmeth parents and community relies heavily on communication and collaboration. With the focus on students, this communication and collaboration provide a connection and the relationships necessary for our school's success. Our partnership and dedication to continuous collaboration fosters the caring and supportive environment at Wilmeth Elementary.

## Parent Organizations: PTO and Watch DOGs (Dads of Great Students)

**Annual Events & Activities:** Lucky's Loop Fun Run, PTO Carnival, Longhorn Kickoff (Meet the Teacher), Popsicles in the Park, STEM Night, Bike Rodeo, Open House, Art Show, Choir/ Music Performances, Veteran's Day Ceremony, Monthly Longhorn Live (Rally), Grandparent Lunch, Trick or Treat with the principals, Thanksgiving Baskets, Thanksgiving Lunch, Angel Tree, Live Kind, Longhorn MVPs, Spirit Nights, College Week, Red Ribbon Week, Monthly Theme Spirit Days, Curriculum Night, 5th Grade Camp Grady Spruce, Longhorn PRIDE Store, Kinder Celebration, 5th Grade Celebration, Crape Myrtle Fun Run, and classroom celebrations

# School Context and Organization

## School Context and Organization Summary

Wilmeth Elementary founded in 2005 and was named after J.B. Wilmeth. J.B. Wilmeth was one of the early settlers of north Texas. He and Collin McKinney were famous settlers of the area north of Dallas, now known as Collin County. Wilmeth, McKinney, B.F. Hall, Dr. Mansel Matthews, Lynn D'Spain, and many others were of the first in the Lone Star State to preach the old time gospel. Wilmeth was an educated man, and believed in educating others. He opened his home to be one of the first free schools in the area. He also served as county clerk and judge.

## School Context and Organization Strengths

Beginning our 13th year at Wilmeth, we have many effective structures in place: Leadership Team, Administrative Team, RtI Team, Safety Team, Positive Behavior Intervention and Supports (PBIS) Team, Technology Team, Lesson Design Team, Medical Emergency Response Team (MERT), Coordinated Health Team, School Health Committee (SHAC), Grade Level Team Leaders, Office Team, and Grade Level Professional Learning Communities.

# Technology

## Technology Summary

Wilmeth Elementary Technology: Each classroom contains four Mac Mini desktop computers for student use and an interactive SmartBoard with connect Mac Mini and document camera. Wilmeth has two laptop carts of Macbook Air computers used daily by students. iPads in each class and an Osmo interactive iPad station are also available for student use in classrooms. Each teacher has a Macbook laptop and wireless access for use at school and at home. Technology is integrated at all levels of learning.

Teachers use the following technology: iPad technology including and tools of learning of learning apps. District-funded programs and databases including Istation, Discovery Education, Texshare databases, Gale Virtual Library, Flocabulary, PebbleGo and Brainpop. Campus-funded programs include Flocabulary and Raz Kids. Technology is also integrated through Smartboard interactive activities and games through touch-screen capabilities.

Technology support is available for teachers through professional development offered through the district at summer learning conferences and school-year professional development days. The campus Media Resource Specialist (MRS) is responsible for training and curriculum support through technology resources. Technology PD is also offered at the point of need during teacher planning times, after-school workshops, and at staff meetings. Teachers plan instruction and evaluate data through digital platforms Aware and Forethought.

Technology upgrades are consistently a part of the Wilmeth Learning Commons (library) and campus budget. Wilmeth has a computer lab with 30 desktop computers and a SmartBoard. The Media Resource Specialist spends time in the lab and classrooms to assist teachers and students with new ideas as well as collaborates with grade level planning. Wilmeth Elementary also utilizes G Suite for Education, which allows staff and students to access information and engaging lessons at any time.

## Technology Strengths

Wilmeth Elementary sends a team of teachers to the state TCEA technology conference each year to learn the newest instructional applications to bring back to our teachers and students. Wilmeth will have three teachers presenting at the TCEA state conference this year. Several teachers and our Media Resource Specialist presented at the Converge technology conference. Wilmeth also has several teachers who have earned the certification of Google Certified Educator.

Wilmeth Elementary consistently uses weekly emails, Facebook, Twitter, and websites to highlight campus events and communicate with parents and students.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback










# Goals

## Goal 1: Wilmeth will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 1:** Teacher PLC's will meet regularly to collaborate and address lesson design and instructional strategies regarding curriculum, assessment, instruction, and achievement of all students.

**Evaluation Data Source(s) 1:** PLC goals, agendas/minutes, data protocols, lesson design, common formative assessments and instructional rounds outcomes will be used in conjunction with HRS Level 2 and TTESS to improve student achievement.

### Summative Evaluation 1:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PLC meetings will be held each month to promote a focus on learning for all: collaboration of instructional strategies, data analysis, lesson design, and a commitment for continuous improvement.	Team Leaders, grade level teams, Special Ed teachers, Instructional Coach, and Administration	The staff engages in ongoing collaboration and collective inquiry to achieve better results for all students.				
2) PLC teams will design common formative assessments based on data study in order to design lessons and best group students for individualized learning.	Teachers, Administration, Instructional Coach	Increased success and mastery of standards evident from final assessments and STAAR.				
3) Teachers will participate in collaboration with the instructional coach and through instructional rounds to promote effective instruction (HRS Level 2 goals) and individual self-growth (TTESS goals).	Instructional Coach, Administrators, and Teachers.	Completed schedule of instructional rounds, HRS Level 2 artifacts evident, and growth with individual TTESS goals.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** Wilmeth will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 2:** Teachers will communicate individual student data by hosting one-on-one student goal setting conferences.

**Evaluation Data Source(s) 2:** Teachers will use PLC data analysis outcomes to plan for and discuss student achievement needs for individual student goal setting. Grade level student goal setting protocols will be used to support student success.

**Summative Evaluation 2:**









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will host collaborative goal setting conferences with students using individual student formative and summative data, for example, iStation, DRA, Map, etc...	Teachers, Administration, Parents	Grade level student goal setting protocols, PLC data outcomes, Student Learning Data (iStation, DRA, MAP, STAAR, etc...), and Aware				
2) Staff will use HRS level II (2.3) framework to promote and monitor effective instructional practices in every classroom with the collection of artifacts and individual growth in TTESS goals.	Instructional Coach, Administrators, Team Leaders, and Teachers.	Artifacts of HRS Level II evident, staff book study outcomes, and growth on TTESS goals at Summative Conference.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** Wilmeth will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 3:** Teachers will use a variety of instructional technology resources to promote rigorous and relevant student learning.

**Evaluation Data Source(s) 3:** Wilmeth staff will implement instructional technology strategies to meet the needs of all learners.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will update and refresh professional development to learn what digital citizenship means, find resources, know best practices of social media and instructional technologies for communication; plan collaboration with students and the learning community; and use the data from a variety of technology resources to enrich student growth.	Administration, Staff, MRS, District Technology Team, Wilmeth Technology Team	Student products, social media lessons, eduphoria lesson plans, and common communication techniques and use of resources such as SmartNet.				
2) Teachers will review and refresh with professional development focusing on the use of Google Apps and Google classroom by both students and teachers.	Administration, MRS, Instructional Coach, Staff, MISD staff (Converge)	Increased use of Google Apps for Education to enhance instruction and student achievement.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						










**Goal 1:** Wilmeth will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 4:** Special ed and General ed staff will collaborate and hold high expectations for the campus special education program and students to adhere to TEA standards and best instructional practice.

**Evaluation Data Source(s) 4:** Special Ed teachers and General Ed teachers will collaborate to set student goals using multiple data measures, IEPs, and the use targeted instruction to close learning gaps for special education students.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Special Education and General Education teachers will analyze data of the special education population through PLC collaboration to increase student success through closing the learning gaps and the use of effective instructional strategies to promote student success and dismissal from special education when possible.	Special Ed staff, General Ed staff; Administration, and Greer staff	PLC schedule and SpEd attendance, Special Education student list, IEPs, student goal progress				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

## Goal 2: Wilmeth will have structures and systems in place to improve efficiency and effectiveness of educational programs to promote the teaching and learning process for effective instruction in every classroom.

**Performance Objective 1:** Teachers and staff will have formal ways to provide input regarding optimal functioning of the school for high achievement.

**Evaluation Data Source(s) 1:** Teachers will collaborate in PLC meetings, all staff book study, curriculum sneak peeks, and the TTESS process in order to improve instructional effectiveness and promote high student achievement.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will participate monthly in a book study : The New Art and Sciences of Teaching by Robert Marzano. Collaboration will focus on the 43 elements which have been designed to maximize student engagement and achievement; utilizing 10 design questions and a general framework to determine which classroom strategies foster student learning and ensure high levels of learning for all.	Teachers, Administration, Instructional Coach, MRS, Counselor	Effective application of instructional strategy learning from book study.  Increased student outcomes/achievement from implementation of effective strategies and researched framework from book study.  Monthly meeting schedule/minutes, book study outcomes during collaboration, and strategies observed in classrooms.				
2) Vertical PLCs will collaborate on and address the vertical needs for student learning and the function of the school based on data outcomes.	Teachers, Administrators, Vertical PLC Leaders, Instructional Coach	Artifacts such as agendas/minutes, information from curriculum sneak peeks, vertical outcomes, and implementation of effective practices based on Vertical PLC outcomes.				
3) Teachers will deepen PLC learning and continue to develop skills using the PLC model for collaboration.	Administration, Team Leaders, Teachers, Instructional Coach, and Staff	Artifacts such as PLC goals, norms, agendas/minutes, PLC surveys, PLC schedule, PLC data protocols, and 4 PLC Critical Questions.				
4) Teachers will utilize Lesson Design and MISD PLC Cycle to problem solve student needs for learning. Teachers will collaborate around questions: What do we want students to learn?, How will we know if they learned it?, What if they didn't learn it?, and What if they already know it?	Classroom teacher, Grade Level Teams, Instructional Coach, MRS, and Administration.	Use of TEKS/standards, SMART goals, data analysis using protocols, remediation and enrichment plans, common formative assessments, and team norms/goals/agendas and minutes.				
5) Teaching will be evaluated through TTESS system for growth and improvement as they set goals for effective instruction in the classrooms each day. (HRS Level II)	Administration, HRS committee	Improvement of effective teaching strategies through walkthrough observations, teacher goal setting and growth, coaching conversations and TTESS evaluation.				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

**Goal 2:** Wilmeth will have structures and systems in place to improve efficiency and effectiveness of educational programs to promote the teaching and learning process for effective instruction in every classroom.

**Performance Objective 2:** Classroom teachers will continue to seek and utilize best practices for effective instruction in the classrooms.

**Evaluation Data Source(s) 2:** Teachers will continue to use small group instruction based on individual student needs using the Balanced Literacy and Math Workshop models.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Balanced Literacy and Math Workshop models will be used by all ELAR and math teachers to increase effective instruction in the classroom with the focus on student learning for all.	Curriculum Coordinators, Instructional Coach, Administration, Team Leaders, Teachers.	Increased reading, writing, and math student achievement evident through iStation, RTI, MAP, District Assessments, and common formative assessments.  Collaboration with Instructional Coach, seeking professional development, and teacher reflective practices.				
2) All ELAR and math teachers will be required to receive training/embedded professional development and attend sneak peaks/curriculum updates for successful implementation of the MISD Balanced Literacy and Math Workshop models.	Instructional Coach, Administrators, Team Leaders, Teachers, and District Coordinators.	Instructional Coach log, embedded PD, data outcomes, walk through data, training attendance, and increased student achievement.				
3) Staff will develop a framework for curriculum to best sequence and facilitate learning with students for mastery and high achievement of goals and objectives.	Teachers, Instructional Coach, Administrators, District Coordinators	Growth in individual scores for students, PLCs agendas/minutes, Unwrapping the TEKS protocols, Vertical PLCs outcomes, and student goal setting outcomes.				
4) Teachers will use the RtI protocols and process to accurately identify students needing interventions, discuss their needs, and design interventions based on individual students.	Teachers, Administration, RtI Coordinator, Instructional Coach	RtI data, RtI Intervention logs, student RtI goal progress, Aware, RtI agenda and minutes				
= Accomplished               = Continue/Modify               = Considerable               = Some Progress               = No Progress               = Discontinue						

# Goal 3: Wilmeth Elementary will ensure the staff, students, and learning community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

**Performance Objective 1:** Wilmeth staff will support student growth with behavior and respect of all learning community.

**Evaluation Data Source(s) 1:** Wilmeth will implement Positive Behavior Intervention Support strategies.

## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Programs such as Longhorns Encouraging Awesome Decisions (Lead), Live Kind initiative, Watch Dogs, PALS, guidance lessons, and the school designed Positive Behavior Support procedures will be taught, reviewed, monitored, and implemented across all grade levels and by all members of the learning community.	PBIS Ambassadors, Teachers, Counselor, Administration	Surveys, discipline referrals, teacher discipline documentation such as phone calls, signatures, and lesson plans.				
Funding Sources: 199 General Funds - 500.00						
2) Wilmeth will practice PRIDE daily. PRIDE will be the expectations for the entire learning community with the acronym P Prepared for learning, R Respect, I Integrity, D determination, E effort. These expectations, PBIS, CHAMPS, and Restorative practices will be applied to all expectations for all areas of the school for positive safety and security of the emotional and educational aspects of students, adults, and learning.	Entire Learning Community of staff, students, and parents; PBIS Team	Lessons on expectations, discipline documentation, PRIDE Matrix, CHAMPS displayed in all classrooms, tickets given in classrooms, Principal's 200 Club & data, staff and student survey.				
3) Wilmeth will be trained in and utilize planning and strategies from the Positive Behavior Supports and Interventions, TBSI, CPI, RTI interventions, and Restorative Discipline practices to reduce number of office referrals and possible DAEP referrals.	PBIS Ambassadors, Administrators, Region 10.	Less office referrals, positive and safe culture, and low number of ISS and/or DAEP referrals.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 3:** Wilmeth Elementary will ensure the staff, students, and learning community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

**Performance Objective 2:** Communication and collaboration to/with the learning community through the use social networks and digital media to involve students, parents, and community.

**Evaluation Data Source(s) 2:** Teachers will continue to use many forms of media to communicate with parents. As the school we are using Facebook, Twitter, School Messenger, and Constant Contact.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Classroom teachers, MRS, and Counselor will model and instruct students on Digital Citizenship, Cyber Safety, how to appropriately use social networking technologies; classroom teachers will inform the parents on curriculum night of these school expectations for social media use and communication in order to increase collaboration with the learning community.	Teachers, MRS, Administration, PTO, Counselor, Technology committee, and Central Office communication teams.	Formative and summative assessment and surveys regarding digital citizenship, Curriculum night attendance, and lesson plans.				
2) Classroom teachers will maintain their communication through social and web based technologies for parents and students.	Teachers, Administration, MRS.	The use of relevant digital platforms.				
3) Information will be shared with the learning community regarding Digital Platforms to create responsible and ethical digital citizens with students for understanding of their lifelong media imprint made with use of social media and technology.	Counselor, Special Teachers, Classroom teachers, and Administration.	Received Constant contact numbers, Facebook, Twitter, School Messenger, and school website.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 3:** Wilmeth Elementary will ensure the staff, students, and learning community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

**Performance Objective 3:** The school will offer both parent and student opportunities for involvement.

**Evaluation Data Source(s) 3:** Wilmeth is using parents and community members for ELM projects such as Mad Science and Collin County Master Gardeners and offers informational meetings for parents regarding technology, curriculum, and school procedures..

**Summative Evaluation 3:**








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Involvement such as PTO, Campus Decision Making Team, 5th Grade Camp, after school programs and school events such as Meet the Teacher, Popsicles in the Park, Specials/Health Fair Night, Open House, Curriculum Night,STEM night, Career Day, Field Day, Lucky's Loop, Kinder and 5th grade end of year celebrations, Watch Dogs, and Parent Conference Day give both parents and students opportunity for involvement.	Administrators, teachers, MRS, Counselor, and Nurse	Program agendas, minutes, handouts, sign-in sheets/attendance, and outcomes.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 3:** Wilmeth Elementary will ensure the staff, students, and learning community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

**Performance Objective 4:** As a healthy zone school and having received the bronze award through the Healthy School Alliance, the school will collaborate to maintain healthy practices.

**Evaluation Data Source(s) 4:** Wilmeth will continue to meet the criteria of the Healthy School Alliance. Wilmeth will celebrate drug free week, offer healthy food choices, and give information and opportunities for community to learn and understand healthy living.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will continue to model, teach, and offer lessons regarding active and healthy living and practice through activities such as,, Happy Feet, Wellness Wednesday, Tuesday Tasting, Go Noodle, Drug Free Awareness week, Health Fair/Specials Night, and other healthy practices.	Teachers, Counselor, PTO, Administration, Nurse, and learning community	Alliance for Healthy schools - Bronze Certificate, Lessons and student attendance, and fitness gram.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						











**Goal 3:** Wilmeth Elementary will ensure the staff, students, and learning community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

**Performance Objective 5:** Students, parents, and the community perceive the school environment as safe and orderly.

**Evaluation Data Source(s) 5:** Wilmeth will comply with all required monthly drills and provide documentation to district officials and for the safety audit.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teach students the process of drills, communicate, and implement safety drills monthly.	Administration, staff, key district personnel, safety and compliance officer, and staff.	Record of all drills and safety audit completion.				
2) School will update crisis plans and the safety of the school building and environment to continue building upon the safe and collaborative culture of HRS Level I and participate in a safety audit.	Administrators, Team Leaders, Office Staff, Counselor, Safety Team, safety audit.	Updates to crisis plans and communication to teachers.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

# District Funding Summary

<b>199 General Funds</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
3	1	1	Positive reinforcers		\$500.00	
					<b>Sub-Total</b>	\$500.00
					<b>Grand Total</b>	\$500.00